

EQ936-30 Education and Society

26/27

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Sarah Dahl

Credit value

30

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module aims to offer a critical framework for understanding education in its wider social and historical contexts. The module focuses principally on the UK but also considers global developments and offers students opportunities to consider their own national contexts. You will explore the social purposes of education, considering issues such as: education and social justice; education, the state and social provision; education and the economy; educational inequalities and widening participation. The module will look at how shifts in these areas have informed developments in schools, post-compulsory and higher education

[Module web page](#)

Module aims

This module is the core substantive module to be taken by students on the MA Educational Studies course. The module aims to offer a critical framework for understanding education in its wider social and historical contexts. The module focuses principally on the UK but also considers global developments and offers students opportunities to consider their own national contexts. The module will explore the social purposes of education, considering issues such as: education and social justice; education, the state and social provision; education and the economy; educational inequalities; widening participation. We shall look at how shifts in these areas have

informed developments in schools, post-compulsory and higher education.

This core module will provide a secure foundation for choosing more specialised optional modules in the Spring Term, giving coherence to students' pathways on the MA, and a basis for students to begin developing ideas for their dissertations.

This module contributes to the achievement of all four aims of the MA in Educational Studies and provides opportunities for students to:

Engage at an advanced level with issues of significant concern to those involved in education.

Evaluate the most recent developments in research and policy initiatives on local, national and international levels. Develop professionally by considering the implications of the module for practice, including their own practice, where appropriate.

Develop, utilise and evaluate a range of investigation methods (by completing seminar tasks, preparatory activities and a 5,000 word assignment).

There are additional module-specific aims. Students should: Develop their critical understanding of theoretical and empirical research into education policy, sociology and practice.

Deepen their insights into the dynamic interaction that exists between education research, theory, policy and practice.

Engage critically with current research on educational policy and decision-making.

Develop a critical understanding of contemporary debates on education in relation to the state, economy and communities.

- Develop a critical understanding of educational inequalities, widening participation and social justice.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

What is Education? Learning journeys, the contested nature of education, and the multiplicity of definitions and positions.

Education in Post-Welfare Society/ Education and Social Justice

Schools and Schooling: overview and issues

Post-Compulsory Education & Training/ Higher Education: overview and issues

Equality and Diversity in Education: experiences and achievement

Global Perspectives on Education and comparative education

Education Policy. How to define and analyse and the forces and influences which affect policy making.

Presentations and assignment preparation/discussions

Learning outcomes

By the end of the module, students should be able to:

- Subject Knowledge By the end of the module, students should be conversant with:
 - Pertinent educational and social research [types of research, key findings, contribution to theory, practice and policy initiatives at (inter-)national level]
 - Recent theoretical and policy developments

- Understanding By the end of the module students should have:
 - Deepened and extended their understanding of key concepts and issues in educational policy, theory and provision'
 - Deepened their insight into the principles of social justice in education
- Key Skills By the end of the module, students should have further developed their ability to:
 - Communicate their ideas and findings effectively in various media (written, spoken and possibly graphical)
 - Work effectively with others
 - Study independently
 - Engage in problem-solving activities
 - Improve their own learning and performance by developing their study skills and academic reading and writing skills
- Cognitive Skills By the end of the module students should have further developed their ability to:
 - Analyse and evaluate materials introduced during the course
 - Present coherently reasoned and appropriately substantiated argument, drawing on evidence from a variety of sources and synthesising ideas effectively
 - Demonstrate critical, reflective understanding of module content in relation to their own experiences of education

Indicative reading list

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

Interdisciplinary

This module considers education from several angles and as such considers education from the position of different disciplines. Specifically:

Philosophically – considering underpinning ideas (beliefs, morals, values)

Sociologically – thinking about education, socialisation and wider society (ideologies, power, institutions, identities)

Historically – understanding change, development, influences and comparison

Psychologically- questioning how we learn, development, cognition

Subject specific skills

Students should demonstrate a critical understanding of:

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process

Students should be able to constructively critique theories, practice and research in the area of education.

Transferable skills

- Active listening
- Analysis and decision making

- Cognitive flexibility
 - Common sense
 - Communication skills
 - Complex problem solving
 - Confidence
 - Coordinating with others
 - Critical thinking
 - Data handling
 - Emotional intelligence
 - Initiative and also follow instructions
 - Intellectual ability
 - International cultural awareness
 - Interpersonal and communication
 - Judgement and decision making
 - Management of learning
 - Motivation, tenacity, commitment
 - Negotiation
 - Passion
 - Personal development skills
 - Persuading/influencing
 - Planning and organisational skills
 - Problem solving
 - Quality Control
 - Reasoning
 - Self-management/resilience
 - Team working
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Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (3%)
Seminars	10 sessions of 2 hours (7%)
Private study	190 hours (63%)
Assessment	80 hours (27%)
Total	300 hours

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and

summative assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A4

	Weighting	Study time	Eligible for self-certification
Assessment component			
Essay	80%	60 hours	Yes (extension)
Students to explore issues raised in the module by critically examining specific problems and challenges and discussing current efforts to address them. The assignment will require critical analysis of policy and academic literature.			
Reassessment component is the same			
Assessment component			
Group Presentation	20%	20 hours	No
In groups students research, create and deliver a 15 minute presentation, based on a theme or concept covered in the module. A compulsory element of this assessment would be an individual plan and reflection submitted with the presentation. A penalty would be applied for non-submission.			
Reassessment component is the same			

Feedback on assessment

Written group feedback on standard written assessment proforma and presentation proforma, supplemented by verbal feedback.

Availability

Courses

This module is Core for:

- TEQA-X35Q Postgraduate Taught Education (Full-time)
 - Year 1 of X35Q Education (Full-time)
 - Year 1 of X9Y6 Foundation Research Methods in Education

This module is Core optional for:

- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
 - Year 1 of X35R Education (Part-time - 2 years)
 - Year 1 of X35S Education (Part-time - 3 years)
- TEQA-X35S
- TEQA-X35S

This module is Optional for:

- Year 1 of RIEA-X3X8 Postgraduate Research Doctorate in Education
- TIEA-X30F Postgraduate Taught Childhood in Society
 - Year 1 of X3F1 Childhood in Society by Dissertation
 - Year 1 of X3F2 Childhood in Society by Dissertation (NPQICL)
 - Year 1 of X3F3 Childhood in Society by Professional Route (NPQICL)
 - Year 2 of X3F1 Childhood in Society by Dissertation
 - Year 2 of X3F2 Childhood in Society by Dissertation (NPQICL)
 - Year 2 of X3F3 Childhood in Society by Professional Route (NPQICL)
- TIEA-X31L Postgraduate Taught Educational Innovation
 - Year 1 of X31L Educational Innovation
 - Year 1 of X31L Educational Innovation
 - Year 1 of XL20 Educational Innovation (Early Years)
 - Year 1 of XL19 Educational Innovation (PGCE/MA)
 - Year 1 of XL01 Educational Innovation with Specialism in Affective Education
 - Year 1 of XL02 Educational Innovation with Specialism in Assessment
 - Year 1 of XL03 Educational Innovation with Specialism in Business
 - Year 1 of XL04 Educational Innovation with Specialism in Childhood
 - Year 1 of XL05 Educational Innovation with Specialism in Drama
 - Year 1 of XL06 Educational Innovation with Specialism in English
 - Year 1 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
 - Year 1 of XL07 Educational Innovation with Specialism in Further Education
 - Year 1 of XL08 Educational Innovation with Specialism in History
 - Year 1 of XL14 Educational Innovation with Specialism in Language and Literacy
 - Year 1 of XL09 Educational Innovation with Specialism in Leadership
 - Year 1 of XL10 Educational Innovation with Specialism in Mathematics
 - Year 1 of XL11 Educational Innovation with Specialism in Mentoring and Coaching

- Year 1 of XL13 Educational Innovation with Specialism in New Technology
- Year 1 of XL15 Educational Innovation with Specialism in Primary Education
- Year 1 of XL16 Educational Innovation with Specialism in Religious Education
- Year 1 of XL17 Educational Innovation with Specialism in Science
- Year 1 of XL18 Educational Innovation with Specialism in Special Educational Needs
- Year 2 of X31L Educational Innovation
- Year 2 of X31L Educational Innovation
- Year 2 of XL20 Educational Innovation (Early Years)
- Year 2 of XL19 Educational Innovation (PGCE/MA)
- Year 2 of XL01 Educational Innovation with Specialism in Affective Education
- Year 2 of XL02 Educational Innovation with Specialism in Assessment
- Year 2 of XL03 Educational Innovation with Specialism in Business
- Year 2 of XL04 Educational Innovation with Specialism in Childhood
- Year 2 of XL05 Educational Innovation with Specialism in Drama
- Year 2 of XL06 Educational Innovation with Specialism in English
- Year 2 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
- Year 2 of XL07 Educational Innovation with Specialism in Further Education
- Year 2 of XL08 Educational Innovation with Specialism in History
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- Year 2 of XL11 Educational Innovation with Specialism in Mentoring and Coaching
- Year 2 of XL13 Educational Innovation with Specialism in New Technology
- Year 2 of XL15 Educational Innovation with Specialism in Primary Education
- Year 2 of XL16 Educational Innovation with Specialism in Religious Education
- Year 2 of XL17 Educational Innovation with Specialism in Science
- Year 2 of XL18 Educational Innovation with Specialism in Special Educational Needs
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
 - Year 1 of X31M Educational Leadership and Management
 - Year 1 of X31M Educational Leadership and Management
 - Year 1 of X3M6 Educational Leadership and Management (KLC II)
 - Year 1 of X3M1 Educational Leadership and Management by Dissertation
 - Year 1 of X3M2 Educational Leadership and Management by Professional Route
 - Year 1 of X3M3 Educational Leadership and Management by Professional Route (SSAT)
 - Year 1 of X3M5 Educational Leadership and Management by Professional Route (School Networks)
 - Year 1 of X3M4 Educational Leadership and Management by Professional Route (UCST)
 - Year 1 of X30R Leading Educational Change and Improvement
 - Year 2 of X31M Educational Leadership and Management
 - Year 2 of X31M Educational Leadership and Management
 - Year 2 of X3M6 Educational Leadership and Management (KLC II)
 - Year 2 of X3M1 Educational Leadership and Management by Dissertation
 - Year 2 of X3M2 Educational Leadership and Management by Professional Route
 - Year 2 of X3M3 Educational Leadership and Management by Professional Route

(SSAT)

- Year 2 of X3M5 Educational Leadership and Management by Professional Route (School Networks)
- Year 2 of X3M4 Educational Leadership and Management by Professional Route (UCST)
- Year 2 of X30R Leading Educational Change and Improvement
- TEQS-X3AN Postgraduate Taught Global Education and International Development
 - Year 1 of X3AN Global Education and International Development
 - Year 2 of X3AN Global Education and International Development
- TEQA-C8X3 Postgraduate Taught Psychology and Education
 - Year 1 of C8X3 Psychology and Education
 - Year 1 of X36A Special Educational Needs and Evidence-Based Practices
 - Year 2 of C8X3 Psychology and Education
 - Year 2 of X36A Special Educational Needs and Evidence-Based Practices
 - Year 3 of C8X3 Psychology and Education
 - Year 3 of X36A Special Educational Needs and Evidence-Based Practices
- TEQA-C8X4 Postgraduate Taught Psychology and Education
 - Year 1 of C8X4 Psychology and Education
 - Year 2 of C8X4 Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
 - Year 1 of X3V9 Islamic Education: Theory and Practice (Part-time - 2 years)
 - Year 2 of X3V9 Islamic Education: Theory and Practice (Part-time - 2 years)
- TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 1 of X3V6 Islamic Education
 - Year 1 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 2 of X3V6 Islamic Education
 - Year 2 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)
- Any Postgraduate Course with the permission of the Course Leader